

JOINT FACULTY TEACHING COMMITTEE FOR ARTS AND HUMANITIES AND SOCIAL AND HISTORICAL SCIENCES

Tuesday 22 October 2013

MINUTES

Present:

Prof Jonathan Wolff Dean, A&H (in the Chair)

Dr Kristin Bakke ESPS

Dr Stephanie Bird Centre for Multidisciplinary and Intercultural Inquiry

Dr Greg Dart English

Ms Lorraine Dardis Office of International Affairs

Mr Andy Dawson Information Studies

Larissa Erzinclioglu Postgraduate Student Rep (A&H)

Prof Mary Fulbrook Dean, SHS
Dr Chris Gerry SSEES
Dr Nick Grindle CALT

Dr Arne Hofmann Joint Faculty Tutor

Dr Christine Hoffmann Centre for Languages and International Affairs

Ms Melanie Jackson The Slade
Prof Peter John Political Science

Prof Andy Leak SELCS
Dr Valerie Lechene Economics
Prof Miriam Leonard Greek and Latin
Mrs Helen Matthews Deputy Faculty Tutor

Dr Isabelle Moreau SELCS
Dr Sophie Page History
Prof Sara Randall Anthropology

Dr Tsila Ratner Hebrew and Jewish Studies
Dr Benet Salway Faculty Graduate Tutor, SHS

Dr Julian Thompson Geography
Dr Paul Walker CALT

Prof Claire Warwick Faculty Graduate Tutor, A&H

Dr Graham Woodgate Arts and Sciences
Dr Karen Wright Institute of Archaeology

Professor Neil Mitchell was in attendance for minute 2.

Apologies for absence were received from Dr Maria Loh, Prof Iwan Morgan and Prof Sacha Stern.

1. TERMS OF REFERENCE AND MEMBERSHIP

Noted

- 1.1 The terms of reference and membership of the Committee were noted. The Chair welcomed new members to their first meeting.
- 1.2 It was further noted that Dr Arne Hofmann was formally Chair of the Committee, but the convention was for the Deans of Arts and Humanities and Social and Historical Sciences to chair individual meetings on a rotating basis.

2. PROGRAMME PROPOSALS

Considered

The Committee considered the following proposals for new undergraduate programmes to start in 2015:

2.1 Politics, Philosophy and Economics (PPE)

Reported

- 2.1.1 A Working Group had been established in order to develop a proposal for a PPE programme in accordance with the objective in the *Joint Faculty Learning and Teaching Strategy (2012–2017)*. The Working Group had established an outline proposal for a three year programme, based in the Department of Political Science, and drawing mostly on existing modules offered by the three participating departments (Political Science, Philosophy and Economics).
- 2.1.2 The programme would have a focus on public policy and on methods, with a methods component taken in each year. As a result of securing Nuffield/ESRC funding for quantitative methods training, there would be a separate programme route for students requiring a concentration in quantitative methods, with methods training delivered by a newly created Quantitative Methods Centre. This focus on policy and methods would distinguish the programme from the existing BA European Social and Political Studies (ESPS), which places an emphasis on language skills.

Discussion

- 2.1.3 It was noted that students would take one course unit from each discipline in the first year and then specialise in two of the three fields. However, students choosing to focus on Philosophy and Economics would need to transfer to the existing BA Philosophy and Economics. It was suggested that the proposed final year 'capstone' module in which all three disciplines would be applied to a single topical policy problem should be made available as an option for these students.
- 2.1.4 It was noted that the Department of Economics had some concerns about the knock-on effects if students were admitted without at A* in A Level Mathematics. This issue was being considered by the Working Group.
- 2.1.5 Some concerns were also expressed about potential competition with ESPS, despite the difference in focus. It was however felt that both programmes would benefit from co-ordinated branding and marketing.

Agreed

2.1.6 The proposal was agreed in principle, subject to approval of the detailed PIQ documentation by Chair's action, in consultation with both Deans.

2.2 History, Politics and Economics

Reported

2.2.1 This programme was proposed by the School of Slavonic and East European Studies (SSEES), drawing on the success of the International Masters in Economy, State, and Society (IMESS) programme and in response to demand within SSEES for interdisciplinary study. It was noted that this programme could provide Economics teaching students without an A* in Mathematics A Level.

Discussion

2.2.2 The issue of potential competition with ESPS was raised. It was however noted that whilst this programme provided for language study, it was not a core part of the programme. It was further noted that the programme had a focus on Central and Eastern Europe which was not explicit in the title. Whilst the programme provided generic disciplinary training, concern was expressed that prospective students might not realise the area studies nature of the programme unless it was more fully explained in the programme title. An

alternative approach would be to broaden the scope of the programme, which would require discussion with other departments.

Agreed

2.2.3 It was agreed that the proposal be referred back to the SSEES Teaching Committee for further consideration of whether the programme should retain its focus on Eastern and Central Europe, with this reflected in the title, or whether it should be broadened to incorporate a wider range of options. Final approval of the programme was delegated to the Chair in consultation of the Deans.

3. MINUTES

Approved

3.1 The minutes of the meeting held on 28 May 2013 were approved as a correct record subject to the amendment of the last line of minute 58.3 to refer to 'recognition' rather than 'accreditation'.

4. MATTERS ARISING

4.1 Minute 59: Masters Merit Award

Reported

4.1.1 It was reported that the application for a temporary joint Faculty derogation from the Merit award rules, to require a minimum mark of 60 (rather than 65) for the dissertation, had ultimately not been approved by Education Committee. However, an additional meeting of UCL Board of Examiners would be held in January to review the operation of the Merit across UCL and bring forward recommendations to Education Committee.

4.2 Minute 60: Assessment Working Group

Reported

4.2.1 It was reported that a questionnaire had been issued to all departments with a deadline of 11 November. The Working Group will be meeting after that to consider the responses. A special meeting for all Departments would be held 25 November at 1.00 p.m. to discuss the framework proposals before the final report was submitted to Joint Faculty Teaching Committee in December. It was further reported that the Deputy Faculty Tutor was meeting Clare Goudy of VP (Education's Office) to discuss the implications of the forthcoming review of the UCL Assessment Strategy for the Working Group's activity.

4.3 Minute 61: Examinations Feedback

Reported

4.3.1 It was reported that the Joint Faculty Examinations Feedback policy had been published. It was noted that the policy relied on the availability of examiners' comments and that the Regulations for Boards of Examiners were not very clear about the requirements for written comments. As a result of raising this issue at UCL Board of Examiners, Dr Hofmann had been asked to chair a Working Group on the operation of the comprehensive moderation policy, including examiners' comments and sampling guidelines.

4.4 Minute 62.2B: Attendance Monitoring

Reported

4.4.1 It was reported that funding had been allocated for a project to develop attendance monitoring functionality within Portico.

4.5 Minute 63: Imperial College London's Translation Unit

Reported

4.5.1 It was reported that the Translation Unit had transferred to SELCS with effect from 1 October. The unit's MSc Programme in Scientific, Technical and Medical Translation with Translation Technology was being offered under the aegis of the Centre for Multidisciplinary and Intercultural Inquiry (CMII).

4.6 Minute 64: Annual Monitoring

Reported

4.6.1 It was reported that the English Department's Augmented Annual Monitoring report had been received. The report for CES/CIS had unfortunately been further delayed as a result of the illness of the external scrutineer.

5. NATIONAL STUDENT SURVEY (NSS)

Considered

5.1 The Committee received a presentation from the Joint Faculty Tutor, Dr Arne Hofmann, summarising and analysing the 2013 NSS results and giving UCL and faculty guidance with respect to departmental responses in the context of the departmental NSS action plans requested by the Vice-Provost (Education).

Reported

5.2 Overall performance had been disappointing, with UCL ranked 22nd out of the 24 Russell Group institutions. Overall satisfaction had decreased by 1 percentage point, whereas satisfaction across the sector as a whole had increased. At Faculty level, results were better, with the two faculties ranked 3rd and 4th within UCL, and above the UCL and sector averages for overall satisfaction and for teaching. Results at subject/departmental level were more mixed, with some exceptionally good results, and some poor ones.

It was noted that departments had been asked to submit action plans to the Office of the Vice-Provost (Education) by 6 December. In order to do so, it was suggested that departments should:

- Use the disaggregated departmental data rather than that based on JACS codes, where possible, and take particular note of competitor data and qualitative comments.
- Make efforts to drive up the response rate for the 2014 survey. This should provide more reliable data, and hopefully better overall results.
- Consult Student Academic Representatives (StARs) and Staff-Student Consultative Committees about the survey results and action plans.

Discussion

- 5.3 It was noted that there was no obvious key variable that would make a difference to overall satisfaction scores, although the culture of the department was important. It was noted that the two departments with highest overall satisfaction (English and the Institute of Archaeology) had a heavy emphasis on individual attention. However a similar focus on tutorials in the Geography department had not led to similar results. It was noted that low scores for assessment and feedback did not necessarily affect overall satisfaction.
- 5.4 It was noted that the English department was able to maintain its tutorial system because it was not a modular programme. It was suggested that at some point the question of whether the change to modular degrees had been a success should be considered. It was noted that any such change would be a major undertaking, but it could possibly be considered for a future review of the Learning and Teaching Strategy.
- 5.5 It was noted that CALT were offering a series of lunchtime sessions on activities which could contribute to overall student satisfaction. They would also circulate an email with suggested points for inclusion in departmental action plans.

Action

5.6 Departments were requested to forward copies of their action plans to the Faculty Office.

6. REFERRED ASSESSMENT/SEPTEMBER RESITS

Considered

6.1 The Committee considered the advantages and disadvantaged of referred assessment and September resits in the light of a forthcoming discussion at Education Committee.

6.2 Referred Assessment

Discussion

- 6.2.1 Referred assessment was available for undergraduate students with module marks in the 35-39 range, who had the opportunity of completing additional assessment over the summer in order to bring their overall result for that attempt up to a pass.
- 6.2.2 It was felt that the rationale for referrals was less relevant to arts and humanities (broadly defined) disciplines, where a mark below 40 tended to indicate a very poor performance rather than a marginal fail, although they could occasionally be useful in cases of students who were generally performing at 2.1 level but were let down by poor exam technique. There was also a lack of consistency in the format of referral assessments, from a short test to a full resit exam.
- 6.2.3 It was generally agreed that referred assessment was problematic.

6.3 September Resits

Discussion

- 6.3.1 It was noted that UCL was unusual in not offering a formal reassessment opportunity in the late summer, other than in cases of approved late assessment resulting from extenuating circumstances and MRes programmes offering progression to a doctorate.
- 6.3.2 Concern was expressed about the resource implications in setting additional resit papers and the impact on summer research activity. It was also felt that there could be problems with strategic absences from first attempt examinations unless resit marks were capped. The student representative was however in favour of September resits which would allow students to progress along with their cohort.

7. FACULTY TUTOR'S REPORT

Reported

7.2 Owing to time constraints, it was agreed that a written report containing the main points would be circulated following the meeting. A copy of the report is attached as Appendix A. The reports on Grade Point Average (GPA), Fit to sit/study, Portico and Personal Tutoring were deferred to the next meeting.

8. FACULTY GRADUATE TUTORS' REPORT

Noted

8.1 Professor Claire Warwick and Dr Benet Salway had taken over the roles of Faculty Graduate Tutor with responsibility for research students in Arts and Humanities and Social and Historical Sciences respectively.

Matters for Information

9. ANNUAL MONITORING

Reported

9.1 The deadline for receipt by the Faculty of departmental Annual Monitoring or Augmented Annual Monitoring reports was 10 January 2014. Departments were requested to use proformas on the Joint Faculty intranet at: www.ucl.ac.uk/ah-shs-office/quality_assurance/annual_monitoring.

10. MODULE PROPOSALS

Reported

10.1 It was reported that details of module proposals and amendments and programme amendments approved under delegated authority since the last meeting of JFTC had been uploaded to the Joint Faculty intranet:

- Modules: www.ucl.ac.uk/ah-shs-office/committees/jftc/modules22Oct13
- Programmes: www.ucl.ac.uk/ah-shs-office/committees/jftc/prog_amend_oct_2013.

10.2 In total for this session 82 change of assessment forms; 121 module amendments; 287 new modules (including 58 ancillary or clone modules); 48 programme amendments and 3 programme withdrawals were approved.

10.3 Deadlines and procedures for 2013/14 had been published on the Joint Faculty intranet at: http://www.ucl.ac.uk/ah-shs-office/quality_assurance/prog_module_proposals.

11. DEPARTMENTAL TEACHING COMMITTEES

Received

11.1 The Committee noted receipt of Departmental Teaching Committee and the Bartlett Faculty Teaching Committee during the 2012/13 Academic Year.

12. DATES OF FUTURE MEETINGS IN 2013/14

10 December 2013 4 February 2014 11 March 2014 27 May 2014

Distribution: Joint Faculty Teaching Committee Members, Academic Services HM

FACULTY TUTOR'S REPORT

1. UCL's 2013/14 Regulations for Taught Programmes

The 2013/14 iteration of UCL's regulations for taught programmes includes a number of errors, loopholes, and unintended consequences. Education Committee has resolved that the regulations must nevertheless stand as published for the academic year in order to avoid the consequences of an in-session change of regulations. The faculty has given guidance on the resulting challenges in the Joint Faculty Board of Examiners on 8 October, in the Joint Faculty Induction for departmental tutors, Masters tutors, and student administrators on 30 October, and in the second editions of the Joint Faculty Departmental Tutor Handbook and the Joint Faculty Masters Tutor Handbook.

2. New Learning Agreement & Barring Policy

The new 'Policy and Procedures for Learning Agreements, Barring Students from Assessment, and Suspensions and Terminations of Studies on Grounds of Academic Insufficiency or Non-Attendance at Mandatory Faculty Interviews' can be found in the Academic Manual at: www.ucl.ac.uk/academic-manual/part-3/barring-students-examinations. It is essential reading for all departmental tutors and Masters tutors. Chapters IX.3 and IX.4 of the recently circulated second editions of the Joint Faculty Departmental Tutor Handbook and the Joint Faculty Masters Tutor Handbook given full guidance on the new policy, which has also been covered in the annual Joint Faculty Induction for departmental tutors, Masters tutors, and student administrators on 30 October. The new policy resolves a number of previous problems and is intended to provide departments not just with a procedure to follow, but with a flexible tool to use for their purposes. Departments are encouraged to use it.

Note, however, that due to UCL's failure to update section 3 of the Academic Regulations for Taught Programmes: Postgraduate Students accordingly, barring is not available at PGT level in 2013/14.

3. New Welfare Arrangements: UCL Student Support and Wellbeing

As a result of the recent Registry restructuring, the role of Dean of Students (Welfare) has been disestablished and largely replaced with a new registry unit: 'UCL Student Support and Wellbeing' (SSW). Details of the changes can be found at www.ucl.ac.uk/ah-shs-office/documents/welfare_changes_oct13; chapter X. of the second editions of the Joint Faculty Departmental Tutor Handbook and the Joint Faculty Masters Tutor Handbook has been fully revised to reflect the new arrangements; and another overview of UCL's support services in their new configuration can be found at www.ucl.ac.uk/current-students/support.

4. Immigration Advice

UCL has asked to remind colleagues that for legal reasons all immigration advice must be given by the trained professional immigration advisers in the UCLU Rights & Advice Centre (http://uclu.org/services/advice-welfare). See chapter VIII.1 of the second editions of the Joint Faculty Departmental Tutor Handbook and the Joint Faculty Masters Tutor Handbook for further details.

5. Peer Assessment

Both the UCL Board of Examiners and Education Committee have recently been discussing peer assessment. Consequently Education Committee has resolved to draft a policy on the use of peer assessment for formative assessment and has asked to draw on existing experience inside UCL. If any departments are currently using peer assessment, please let the faculty know.

6. Number of examination papers

Following the 2012/13 examination period, the UCL Board of Examiners has asked Faculty Tutors to raise the number of examination papers in Faculty Teaching Committees. In 2012/13 there were 22,248 students registered for examinations (a 7.4% increase), resulting in 87,983 candidatures and 2,174 examination papers (a 13% increase). Consequently staff in the registry's examination section worked a total of 1,333 hours overtime. All UCL departments are asked consider the number of examination papers set, keeping in mind that:

 a) teaching the same number of students in two different modules instead of two groups of the same number of modules increases the number of examination papers. Modules should be created for curricular reasons, not to accommodate larger student numbers. b) that UCL's teaching and assessment strategies aim at diversity of assessment and reducing overreliance on unseen examinations where it occurs.

7. Timing of Module Selection

UCL is considering changes to the timing of student module choice, with plans to move to early module choice in 2014/15 for teaching in 2015/16. Module capping will be reviewed as part of this process.

8. 'Programme Review' and review of QA procedures

The Vice-Provost (Education) has set up a Working Group to look at Annual Monitoring and Programme Review, on which the Joint Faculties are represented by the Deputy Faculty Tutor. An interim report was submitted to Academic Committee in July 2013, and the next meeting of the Working Group is on 13 November. The Annual Monitoring process will be replaced with a key data set and there will be a red-ambergreen (RAG) system to flag for action concerns arising from applications/offers/admissions, widening participation, progression, student satisfaction, and employability. The MAPS faculty will be piloting this process in summer 2014. It is also proposed to replace the current Augmented Annual Monitoring and IQR process with Programme Review and IQR, and to integrate the production of Departmental Teaching and Learning strategies into this new process.

9. Teaching Space Issues and Estates Help Desk

Estates put it to the last meeting of QMEC (the Quality Management and Enhancement Committee) that the poor state of many teaching rooms at UCL was partly due to underreporting of problems. All teachers are therefore encouraged to report all maintenance issues with teaching rooms to the Estates helpdesk: www.ucl.ac.uk/estates/maintenance/customer-services/, ext. 30000. All staff can report any room; there is no need to 'own' the room. Joint Faculty Teaching Committee Representatives and departments are asked to circulate this message to all teachers.

10. Retention policy for student dissertations

Please note that a new UCL retention schedule for documents was published in the summer. This now specifies that the retention period for undergraduate and Masters dissertations is one year after the Board of Examiners, which is a significant change from the previous policy – see http://www.ucl.ac.uk/library/records-office/retention.shtml. Although there was apparently some consultation about this, not all departments may be aware of the change. If this should cause any problems please contact Colin Penman at c.penman@ucl.ac.uk.

11. International Teaching Excellence Bursaries

Details of the International Teaching Excellence Bursaries were previously circulated to Heads of Department. The deadline is 4 November. These bursaries aim to strengthen relations between UCL and overseas partners through increasing international teaching and learning exchanges that advance collaborative innovations and deepen strategic links with overseas partners. For further information see: www.ucl.ac.uk/global/international-teaching-bursaries.

12. Teaching Awards

The focus of the Provost's Teaching Awards is changing from 'innovation' to 'excellence'. Innovation can constitute excellence, but excellence need not mean innovation.

13. Institute of Education

UCL is deepening its strategic partnership with the Institute of Education (see www.ucl.ac.uk/news/news-articles/1310/241013-Q-step-centre) and the Faculty Tutor attended a UCL-loE partnership meetings in July. Any departments interested in possible co-operation with the Institute can contact the Faculty Tutor to make contact.